



TOM TORLAKSON

State Superintendent of Public Instruction

Common Core State Standards Systems Implementation Plan for California

Local Implementation Planning

Resources from the California Department of Education

**California Common Core Convening
March 8, 2013**

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Common Core Systems Implementation Office**



Plan Overview

- Approved by the State Board of Education and State Superintendent of Public Instruction on March 7, 2012
- Implementation activities are described in the context of seven overarching statements that are designed to provide a framework for everything we do-the seven guiding strategies



3. Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.

Standards-aligned assessments assist in providing information about student progress towards full attainment of the standards. In a standards-based system, student assessment data is used to inform instructional practice and professional learning activities at the district, school, and classroom level.

On June 9, 2011, California joined the SMARTER Balanced Assessment Consortium (SBAC) as a governing state. The SBAC is a national consortium of 27 states that have been working collaboratively to develop a student assessment system aligned to the CCSS. Of those, California is one of 21 governing states, which allows decision-making participation.

The SBAC is developing a system of online, computer adaptive summative assessments, optional interim assessments, formative resources and tools, professional development resources, and an online reporting system that will allow educators to readily access information regarding student progress toward the standards. California's educators, along with educators from the other 26 SBAC states, will have the opportunity to provide feedback on draft content specifications, test item development, test scoring, formative tool development, range-finding and score validation, and designing score reports and Web tools.

The SBAC is developing assessments for mathematics and ELA for students in grades 3 through 8 and grade 11. SBAC assessments will not assess students with significant

disabilities as they will still take the California Alternate Performance Assessment.

California will continue to address questions regarding the assessment of students in grades 2, 9, and 10 and subjects beyond mathematics and English language arts as it transitions to the next generation of assessments. Pursuant to Assembly Bill 250 (Statutes of 2011), the CDE will work with stakeholders to develop an assessment transition plan that reflects input from the educational field about assessments that are not provided by SBAC. The CDE will present a report regarding the assessment transition to the California State Legislature by November 1, 2012.

To support the transition to the new assessments, the CDE and SBAC will develop Webinars and digital presentations for administrators, teachers, parents, and students to introduce adaptive computer testing and to also help teachers, counselors, and other school service personnel explain individual assessment results to students, parents, and community members.

In addition, the transition to the CCSS, along with the eventual reauthorization of ESEA, will require a redefinition of the school and LEA accountability structure in California. This process will include review and revision of tools created to assist schools and LEAs that fall below established performance targets. The CDE developed the current tools in conjunction with stakeholder groups; these groups, along with representatives from LEAs, will assist in the process of revising them to align with the CCSS and related assessments.

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
SMARTER Balanced Assessment Consortium	<ul style="list-style-type: none"> Establish 10 work groups comprised of CDE staff to review and inform SBAC processes (summer 2011) Complete item writing and review activities (summative and interim assessments) (ongoing until 2013–14) Communicate with test vendors regarding revisions of deliverables affected by the changes 	<ul style="list-style-type: none"> Maintain involvement with SBAC work groups, guidance, and the field to keep abreast of outreach to the diverse needs of all students Pilot testing of summative and interim assessments conducted (spring 2013) Begin field testing of summative and interim assessments (spring 2014) 	<ul style="list-style-type: none"> Summative and interim assessments aligned to the CCSS available (2014–15) Formative resources and tools available on-line (2014–15) Administer operational summative assessment (spring 2015)
Transition to New Assessment System	<ul style="list-style-type: none"> Collaborate with stakeholders to develop assessment transition plan (2011–12) Assess stakeholder need for professional learning opportunities regarding new assessment system Establish SBAC page on the CDE Web site (summer 2011) Utilize online technology readiness tool (being developed on behalf of the national assessment consortia) to evaluate current technology and infrastructure of LEAs (March 2012) 	<ul style="list-style-type: none"> Present assessment transition plan to Legislature (November 2012) Plan and deliver professional learning opportunities for all components of the assessment system Maintain and regularly update the SBAC Web page to provide current information regarding the new assessment system Use information from technology readiness tool and input from LEAs to identify technology gaps and develop a plan that identifies strategies to be technologically ready to implement the SBAC assessment system 	<ul style="list-style-type: none"> Collaborate with Legislature to transition to next generation of assessments Develop additional resources to assist stakeholders in the transition to the new assessment system as needs and opportunities develop Promote CDE's SBAC Web page listserv as means of accessing current information and opportunities for stakeholder involvement Implement LEA technology update plan

Suggestions and Opportunities for LEAs

2011–12	2012–13	2013–14	2014–15
<ul style="list-style-type: none"> Subscribe to CDE's SBAC Web page listserv to remain apprised of the latest developments and resources for professional learning regarding the new assessment system. 	<ul style="list-style-type: none"> Monitor CDE's SBAC Web page for opportunities to participate in pilot testing 	<ul style="list-style-type: none"> Monitor CDE's SBAC Web page for opportunities to participate in field testing 	<ul style="list-style-type: none"> Administer operational summative assessment
<ul style="list-style-type: none"> Compare/contrast CCSS with current content standards and begin to incorporate new skills in the CCSS into instructional planning 	<ul style="list-style-type: none"> Revise existing quizzes, unit exams, and end-of-course exams to assess higher-level thinking, constructed responses, synthesis, and collaboration as indicated in the CCSS 		
<ul style="list-style-type: none"> Visit CAHSEE and STAR's Web sites for released test questions and constructed responses. Mirror the format into quiz/test questions and weekly writing prompts 	<ul style="list-style-type: none"> Revisit end-of-chapter/unit questions and quizzes in existing materials and elevate them to higher level thinking. For example, a question may ask, "What tone does the author use in the article?" Elevate the question to, "Which words or phrases set the tone of this article?" Or, "Replace words or phrases to change the tone of this article from impersonal to friendly." For mathematics, utilize word problems to provide students with opportunities to apply mathematical thinking to real-world challenges. 		
<ul style="list-style-type: none"> Participate in public meetings regarding development of assessment transition plan 	<ul style="list-style-type: none"> Monitor CDE's SBAC Web page for information regarding the assessment transition plan 	<ul style="list-style-type: none"> Promote local awareness of the assessment transition plan, SBAC assessments, and purposes of assessment 	
<ul style="list-style-type: none"> Utilize online technology readiness tool to evaluate current technology and infrastructure 	<ul style="list-style-type: none"> Use information from tool to identify technology gaps and develop a plan that identifies strategies to update technology 	<ul style="list-style-type: none"> Implement technology plan 	<ul style="list-style-type: none"> SBAC assessments and resources available online
<ul style="list-style-type: none"> Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practices 	<ul style="list-style-type: none"> Generate and implement a "Formative Practices Plan" which includes Learning Targets, Criteria for Success, Collecting Evidence, and Documenting Evidence 	<ul style="list-style-type: none"> Visit SBAC Web site for ideas (formatting, scope) on formative practices and professional development 	<ul style="list-style-type: none"> SBAC formative resources and tools available online

Guiding Strategy 1

- Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS
 - Development of professional learning modules
 - Educator preparation and induction
 - Transition document
 - Outreach
 - Web-based promotion of professional learning opportunities



Curriculum & Instruction	Testing & Accountability	Professional Development
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[Home](#) » [Resources](#) » [Common Core State Standards](#) » [CCSS Professional Learning Modules for Educators](#)

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CCSS Professional Learning Modules for Educators

Information about the Common Core State Standards (CCSS) professional learning modules.

The Curriculum Support and Reform Act of 2011 (AB 250) requires the California Department of Education to oversee the development of professional learning modules (PLMs) that support educators in delivering curriculum aligned to the CCSS to all pupils. These modules will be available online at no cost.

The legislation required that a task force develop criteria to guide the development of the PLMs to provide critical information and strategies as the CCSS are implemented. These criteria would be based on the *CA Standards for the Teaching Professions* and developed in consideration of the National Staff Development Council's *Standards for Staff Development*. The PLMs are to make use of and build on existing professional development programs.

[CCSS Professional Learning Modules Task Force Members](#)

The PLMs are charged with deepening educators' understanding of at least the following criteria:

- The CCSS.
- Instructional strategies to support the learning of all pupils, including English learners, pupils with disabilities, and underperforming pupils.
- Instructional strategies that promote creativity, innovation, critical thinking, problem solving, collaboration, and communication skills in all academic content areas.

achievethecore.org

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Free resources useful for implementation this year

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By teachers for teachers

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Professional Development Modules

Ready-to-use toolkits for delivering professional development for the Common Core.

Each Module contains:

- Facilitator's Guide to delivering module
- PowerPoint Presentation
- Hands-on activities, including handouts
- Videos, web resources, and other materials

How to use these modules:

These modules are intended for use by educators: in the delivery of professional development, in professional learning communities, or for individual learning.

Read more

Getting Started »

Why the Common Core? 1 hour

How these Standards are Different.

View Module

Subscribe to Updates

ELA / Literacy

Introduction to ELA / Literacy Shifts 1-2 hours

A hands-on intro to the Literacy Shifts.

View Module

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Introduction to Literacy Shifts in Content Areas 1-2 hours

Math

Introduction to Math Shifts 1-4 hours

A hands-on intro to the Math Shifts.

View Module

Subscribe to Updates

Deep Dive Into Math Shifts 1-4 hours

Second in a series on the math shifts.

Additional Resources

Instructional Leadership and the Common Core 1.5-4 hours

Beginning the work of implementation.

View Module

Subscribe to Updates

Professional Development Opportunities

Introduction, Submission Criteria, and Directions for the Professional Development Opportunities Database.

Introduction

California is committed to building a high quality system of educator and administrator support. The California Department of Education (CDE) recognizes the need for developing a statewide infrastructure for professional development that supports educator/administrator learning communities and school improvement efforts.

The Professional Development Opportunities Web site offers a list of in-person and online statewide professional development trainings sponsored by the CDE, County Offices of Education (COE), Local Educational Agencies (LEA), institutes of higher education, (IHE) and State-Board (SBE) approved providers, as well as other not-for-profit agencies. In a few easy steps, COEs, LEAs, the CDE, IHEs, SBE approved providers and other not-for-profit agencies will be able to input their professional development opportunities into the statewide professional development Web site.

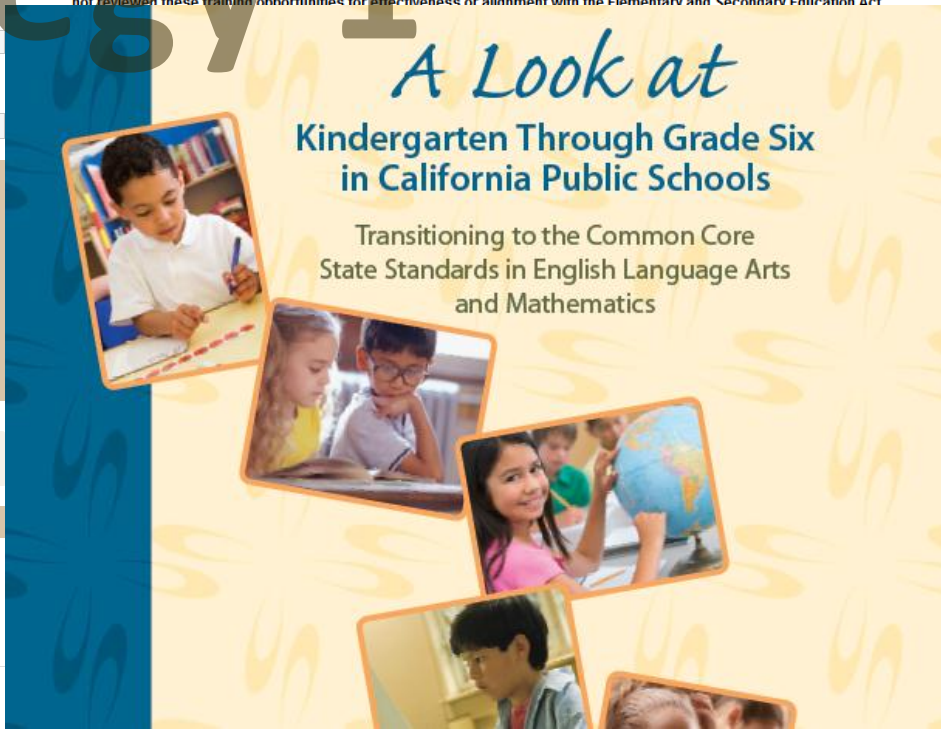
This Professional Development Web site is **not a registration venue** for the professional development opportunities within the database.

Submission Criteria

Professional development opportunity training criteria submitted to the database must be aligned with the criteria appropriate to the legislated program (AB 430, Administrator Training; SB 472, Mathematics and Reading Professional Development; SB 352, Chief Business Officer Training). Professional development opportunity training associated with federal, state or locally developed programs must be aligned with those programs' associated criteria.

Disclaimer:

The following training opportunities and frameworks are intended merely to provide access to information. The CDE has not reviewed these training opportunities for effectiveness or alignment with the Elementary and Secondary Education Act



A Look at Kindergarten Through Grade Six in California Public Schools

Transitioning to the Common Core
State Standards in English Language Arts
and Mathematics

Guiding Strategy 2

- Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students
 - Standards documents
 - ELD standards
 - Supplemental instructional materials
 - Curriculum frameworks
 - Instructional materials adoptions



Instructional Materials FAQ

Instructional Materials Funding and Williams Case Frequently Asked Questions and Answers.

Please note that local educational agencies (LEAs) that are in Year 3 or beyond of Program Improvement should review [Program Improvement information](#) as certain guidance may be different for those LEAs.

California law and regulations

1. [Where can I find California Education Code online?](#)
2. [Where can I find the California Code of Regulations online?](#)

Instructional Materials: Traditional and Electronic

3. [What are "instructional materials?"](#)
4. [What are "technology-based materials?"](#)
5. [Does any kind of electronic hardware necessary for running technology-based materials qualify as a component of technology-based materials?](#)
6. [What are "state-adopted" instructional materials?](#)
7. [Must LEAs use only state-adopted instructional materials?](#)
8. [When do the current state adoption lists for instructional materials apply?](#)
9. [What is the status of the state's adoption of new instructional materials?](#)
10. [Do LEAs have a requirement to provide students with state-adopted instructional materials within a certain period of time?](#)

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Steal these tools Free resources useful for implementation this year	You've got to read this Articles, sites and research you shouldn't miss	By teachers for teachers Voices of educators doing the work of the Core
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Basal Alignment Project

Free, Common Core-aligned replacement lessons for 3rd-5th grade Basal reading series

The Basal Alignment Project offers:

A library of revised lessons for common Basal reading series (3rd-5th grades), each carefully aligned to the CCSS. Each new lesson includes quality text-dependent questions, improved tasks, and a focus on academic vocabulary.

How are educators using these materials?

- A free source of CCSS-aligned lessons which use existing materials
- Professional development on the Common Core

Who creates these materials?

Hundreds of teachers worked collaboratively to develop these replacement materials, following deep training on the Common Core by Student Achievement Partners. Each lesson has been authored, edited, and reviewed by a team of teachers.

Join the Basal Alignment Project

To access the materials, you must be an [Edmodo](#) member.



Edmodo Group code: **etuyrm**



The Basal Alignment Project is sponsored by the Council of Great City Schools and coordinated by Student Achievement Partners

Common Core State Standards

for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

for California Public Schools
Kindergarten Through Grade Twelve



Adopted by the California State Board of Education
August 2010
Updated March 2013 (PENDING)

Strategy 2



Recommended Supplemental Programs

The State Board of Education (SBE) recommends the following supplemental programs that bridge the gap between programs currently being used by local educational agencies and the Common Core State Standards.

English Language Arts Recommended Programs

Category*	Publisher	Program	Recommended Grades
1	Houghton Mifflin Harcourt	California Excursions	1, 6
1	McGraw-Hill Education	California CCSS Treasures Supplemental	K-6
1	Houghton Mifflin Harcourt	California Medallion	K-6
1	SRA/McGraw-Hill	Imagine It! CCSS Supplemental	K-6
1	Holt McDougal	Holt McDougal Literature California Common Core	6-8
1	McGraw-Hill Education	California Literature CCSS Supplement	6-8
1	Pearson Prentice Hall	Pearson Literature California	6-8
2	McGraw-Hill Education	Reading Wonders	K-6
2	Holt McDougal	Holt McDougal Literature	6-8
2	Scholastic Education	English 3D	6-8
2	Scholastic Education	Expert 21	6-8
2	Achieve 3000	KidBiz 3000 and TeenBiz3000	2-8
2	Scholastic, Inc.	Scholastic CA CCSS-ELA Gap Bundle	K, 1, 2, 3, 4, 6, 7

* Category 1 programs are designed to supplemental specific 2008 SBE-adopted programs from the same publisher, Category

Guiding Strategy 3

- Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability
 - SMARTER Balanced Assessment Consortium
 - Transition to new assessment system



Smarter Balanced Assessment Consortium

Latest information about new generation of assessments.

The Smarter Balanced Assessment Consortium is a multistate consortium working collaboratively to develop a student assessment system aligned with a common core of academic content standards for English language arts/literacy and mathematics. As a Smarter Balanced governing state, California is a decision-making member. Smarter Balanced assessments are designed to measure student progress toward college and career readiness.

Bimonthly Smarter Balanced Updates

To receive bimonthly updates on Smarter Balanced activities, join the California Department of Education's Smarter Balanced e-mail list by sending a blank e-mail to subscribe-sbac@mlist.cde.ca.gov. If you are on the e-mail list and wish to unsubscribe, send a blank e-mail to unsubscribe-sbac@mlist.cde.ca.gov.

Archived Smarter Balanced Updates

An archive of updates sent out to the Smarter Balanced e-mail list.

Technology Components

Technology Readiness Tool

Information on the Web-based tool used by districts to report on the current technology at each school in the district. Includes links to video training modules, frequently asked questions, and file input/output specifications.

Minimum System Requirements



Strategy 3

Stay Connected

What are you looking for?

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Sample Items and Performance Tasks

Smarter Balanced sample items illustrate the rigor and complexity of the English language arts/literacy and mathematics items and performance tasks students will encounter on the Consortium's next-generation assessments.

The sample items and performance tasks are intended to help teachers, administrators, and policymakers implementing the Common Core State Standards (CCSS) and preparing for next-generation assessments. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessment system. While the items and tasks are not intended to be used as sample tests, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments.

The sample items and tasks can be viewed by grade band (grades 3-5, 6-8, and high school) or content focus. They showcase the variety of item types—including technology-enhanced items and performance tasks—that will be included in the Smarter Balanced assessment system. In addition, items illustrating the connections across grades within the CCSS—as well as the range of student achievement within a computer adaptive test—are also available. Most constructed-response and technology-enhanced items can be scored automatically, and many items include downloadable scoring rubrics.

The sample English language arts/literacy items and performance tasks include a mixture of published and commissioned reading passages and sources. Smarter Balanced has not obtained permission to reprint copyrighted passages and source documents referenced in the sample items. As a result, several items and performance tasks—Planes on the Brain 1-3, Animal Defenses, and Garden—include only the citations for copyrighted material, rather than the complete text. For the operational assessment in the 2014-15 school year, Smarter Balanced intends to use primarily published passages—reflecting the emphasis in the Common Core on exposure to "high-quality, increasingly challenging literary and informational texts"—and the full text of these passages will be available to students.

It is important to note that these samples represent only a small fraction of the more than 10,000 items and tasks currently in development to support the Pilot Test in early 2013. In addition, the samples are displayed

TWITTER

RT @KarenLMahon: Exciting! Smarter Balanced Begins Pilot Test of Next-Generation Student Assessments <http://t.co/HhgEnjHyET> #ccss #edtech ... 3 hours ago - retweet - reply

Learn more about Smarter Balanced Pilot Test - the 1st large-scale tryout of next-gen assessment items & per tasks: <http://t.co/13wSlPvaX> 4 days ago - retweet - reply

[More Tweets >](#)

FAQs

Q: How will teachers be selected to participate in the State Networks of Educators?

Q: How are teachers involved in creating the Smarter Balanced assessment system?

Q: How is Smarter Balanced different from current assessments?

[More FAQs >](#)

SCHOOL YEARS

See what's happening and when with Smarter Balanced. [See School Years >](#)

Recommendations for Transitioning California to a Future Assessment System



Smarter Balanced Technology Readiness Tool (TRT)

Information on the Web-based tool used by districts to report each school's current information technology as it relates to the Smarter Balanced Assessment Consortium assessments.

Getting Started

TRT System Web Site

The www.techreadiness.net Web site is used by county, district, and school technology personnel to enter information about the technology available for online assessments at the school-level. A user login is required to use the system. Contact your district's information technology office if you need a user account.

TRT January 2013 New Features (New 14-Jan-2013)

An overview of the new features in the TRT released in January 2013 including device and network readiness reports, "school complete" checkbox, and school exception reports.

TRT Fall 2012 - What's New

An overview of the changes for the fall 2012 data collection window. The fall 2012 window closes on December 14, 2012.

Frequently Asked Questions

CDE-authored TRT FAQs (Updated 17-Jan-2013)

Frequently asked questions (FAQs) authored by the California Department of Education (CDE) regarding the use of the Technology Readiness Tool.

Data Collection Specifications

Guiding Strategy 4

- Collaborate with parents, guardians, and the early childhood and expanded learning communities to integrate the CCSS into programs and activities beyond the K-12 school setting
 - Early childhood education
 - Transitional kindergarten
 - Parent/Guardian engagement
 - After school and expanded learning



Guiding Strategy 5

- Collaborate with the postsecondary and business communities to ensure that all students are prepared for success in career and college
 - Define career and college readiness
 - Integrate CCSS and CTE





Curriculum & Instruction	Testing & Accountability	Professional Development
Finance & Grants	Data & Statistics	Learning Support
		Specialized Programs

CTE Model Curriculum Standards

Web page for those interested in following the revision of Career Technical Education Model Curriculum (CTE) standards.

Draft of CTE Standards

Career Technical Education Standards for California Public Schools

Education Code Section 51226 provides legal authority to develop the CTE standards and framework. This legislation requires the development and adoption of CTE standards that incorporate the integration of career technical and academic education no later than June 1, 2005. The original CTE Model Curriculum Standards were adopted by the State Board of Education (SBE) on May 11, 2005. The standards, written for grades seven through twelve, specify learning goals in 58 career pathways organized around 15 industry sectors.

The California State Plan for Career Technical Education, A BRIDGE TO THE FUTURE 2008–2012, approved by the State Board of Education in May 2008, provides guidance for California's CTE programs. The State Plan states, "CTE programs are dynamic; curricula need to stay current with rapid changes in the workplace requiring ongoing updates and learning on the part of CTE faculty." The adoption of the English Language Arts and Mathematics Common Core State Standards furthered the need to revise and align the CTE Standards with this new academic core.

Commencing in May 2011, 117 individuals representing secondary and post-secondary education and business and industry met to review the 2005 standards and make recommendations for improvement. Following the May 2011 meeting, industry sector meetings were held to develop the revised CTE standards based on the recommendations. Subsequently, the revised CTE Standards were shared with the general public for public review, comment, and suggestions. Once the CTE Standards were revised, academic and CTE teachers collaborated on the alignment with the Common Core State Standards, Next Generation Science Core Ideas, and the History/Social Science Standards. The newly revised CTE Model Curriculum Standards designed to prepare students to be both Career and College ready were adopted by the SBE on January 16, 2013.

- [Draft CTE Standards Front Pages](#) (DOC) - Executive Summary
- [Draft CTE Standards - All Industry Sectors](#) (DOC; 5MB)

By Industry Sector

- [Agriculture and Natural Resources](#) (DOC)
- [Arts, Media, and Entertainment](#) (DOC)
- [Building and Construction Trades](#) (DOC)
- [Business and Finance](#) (DOC)
- [Education, Child Development, and Family Services](#) (DOC)
- [Energy, Environment, and Utilities](#) (DOC)
- [Engineering and Architecture](#) (DOC)
- [Fashion and Interior Design](#) (DOC)
- [Health Science and Medical Technology](#) (DOC)
- [Hospitality, Tourism, and Recreation](#) (DOC)
- [Information and Communication Technologies](#) (DOC)
- [Manufacturing and Product Design](#) (DOC)
- [Marketing Sales and Service](#) (DOC)
- [Public Services](#) (DOC)
- [Transportation](#) (DOC)

The Common Core State Standards and Business and Community Leaders

The Common Core State Standards (CCSS) provide a practical way to prepare children for the challenges of a constantly changing world – by learning step-by-step the real-world skills they need for career and college.

Despite the state's budget problems, California must move forward now so that all children – no matter where they come from or where they live – receive a world-class education that's consistent from school to school, and graduate ready to contribute to the future of our state and our country.

California is putting these standards to work, using them as the foundation for remodeling our education system. The standards keep the best of what we have, but replace outdated ways of learning with a clear focus on the key knowledge and skills students need, and provide teachers the time to teach them well.

Like an orchestra learning a challenging new symphony, bringing these standards to life in our schools will take time and energy, and the costs must be managed over time. These standards provide every part of our education system the same sheet music – with the clear goals of career and college readiness for all. And we all have a part to play.

Preparing Student for Career and College

Local business and industry leaders are preparing students for the workforce. Graduating from our public school system as life-long learners will have the skills and knowledge necessary to assume their positions in the 21st century global economy.

- The new standards are designed to be relevant in the real world, reflecting the knowledge and skills students need for success in both higher education and career.
- Our communities will be stronger if students graduate with the skills and knowledge needed in today's job market.
- Rigorous standards will enable businesses in California to draw from local talent to meet the needs of the continuously evolving workplace

What About New Assessments?

California is a governing member of the SMARTER Balanced Assessment Consortium (SBAC), one of two federally funded consortia developing new assessments aligned to the CCSS. You may learn more about California's participation in the SBAC at <http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>. Additionally, State Superintendent of Public Instruction, Tom Torlakson, is consulting with specific stakeholder groups in developing recommendations for the reauthorization of the statewide pupil assessment system, which includes a plan for transitioning to a system of high-quality assessments.



Guiding Strategy 6

- Seek, create and disseminate resources to support stakeholders as CCSS systems implementation moves forward
 - Funding
 - Legislation
 - Tools



Common Core State Standards

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.

The California Department of Education helps schools make sure that all students are meeting the standards.

- Below you will find information about the standards and the CCSS-related activities taking place in California.

The Standards

- [What are the Common Core Standards?](#)
- [California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects](#) (PDF)
 - [Spanish Translation of California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects](#) (PDF) (new / Feb 2015)
- [California's Common Core State Standards for Mathematics](#) (PDF)
 - [Spanish Translation of California's Common Core State Standards for Mathematics](#) (Coming Soon)

Our Students. Their Moment.

Teachers	Principals	Network Teams/NTEs	Administrators	Find engageNY resources <input type="button" value="Find"/>
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Middle School ELA Curriculum Video: Close Reading Of A Text: MLK "Letter From Birmingham Jail"

July 31, 2011 | [Leave a comment](#)



Close Reading of Text: Letter from Birmingham Jail, Martin Luther King, Jr. from EngageNY on Vimeo

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CCSS Update

New Resources

Stanford University's Understanding Language Project ELA Unit


The Understanding Language Project at Stanford University has published an instructional unit aligned to the Common Core State Standards (CCSS) for English Language Arts (ELA) that shows instructional approaches that are likely to help English learners meet the CCSS ELA standards. The unit, *Persuasion Across Time and Space*, includes more than 230 pages of resources, complete with full student handouts. You may download the full unit from the [Understanding Language Teaching Resources Web page](#).

EDC's Implementing the Mathematical Practice Standards Web Site

Explore the [Education Development Center's \(EDC\) Implementing the Mathematical Practice Standards Web site](#) to learn more about the CCSS for Mathematical Practice and how they can be connected to the content standards. Use their illustrations, centered on student dialogues, to see the Mathematical Practices in action.

Mathematics Common Core Toolbox

The Charles A. Dana Center at the University of Texas at Austin and Agile Mind, Inc. have created [The Mathematics Common Core Toolbox Web site](#) as a resource designed to support districts working to meet the challenge and the opportunity of the new standards. Here you will find tools and instructional materials designed to help you better understand and implement the CCSS for Mathematics.



Illustrative Mathematics

California Spotlight on Stanislaus County Office of Education

- HOME
- K-8 STANDARDS
- HIGH SCHOOL STANDARDS
- PRACTICE STANDARDS
- FREQUENTLY ASKED QUESTIONS
- COMMUNITY
- ABOUT US
- TERMS OF USE

[K-8 Standards](#)
[High School Standards](#)
[Practice Standards](#)



Illustrative Mathematics provides guidance to states, assessment consortia, testing companies, and curriculum developers by illustrating the range and types of mathematical work that students experience in a faithful implementation of the Common Core State Standards, and by publishing other tools that support implementation of the standards.

Guiding Strategy 7

- Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information
 - Implementation plan
 - Communications plan
 - CDE Web pages



Appendix A: Local CCSS Systems Implementation Plan Template

Each of California's LEAs should develop its own local plan for CCSS systems implementation based on local needs and resources. To facilitate the process of local plan development, this section of the document offers a template organized around the significant milestones of CCSS systems implementation. The template denotes full implementation of CCSS systems by the 2014-2015 school year. LEAs may wish to augment their local plans with elements from the Suggestions and Opportunities for LEAs charts distributed throughout the document or delete elements as appropriate to create a plan that is tailored to local needs.

Strategy 7

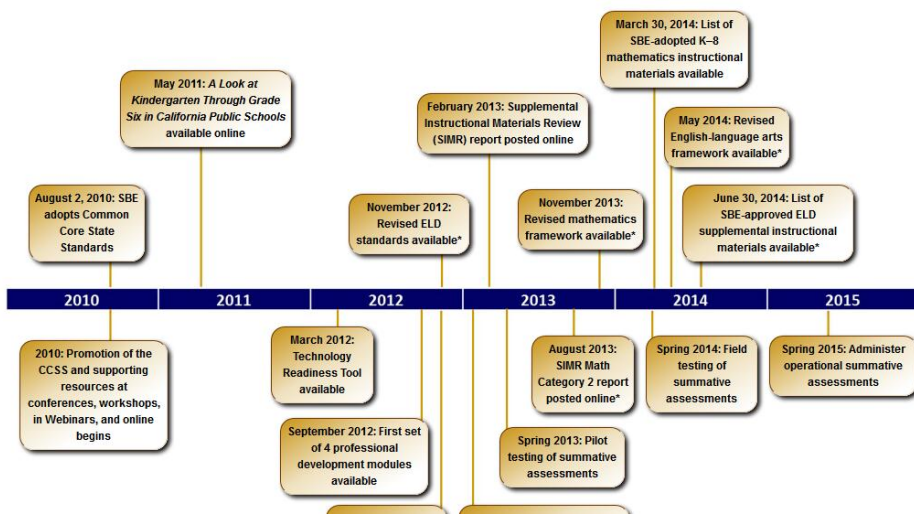


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CCSS Systems Implementation-Significant Milestones

To learn more about California's Common Core State Standards (CCSS) implementation, please select any of the significant milestones below.



Common Core State Standards Systems Implementation

Communications Toolkit for California

September 2012

California Department of Education



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What are the Common Core Standards?

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.



The video "A New Foundation for Student Success" [video](#), commissioned by the Hunt Institute and the Council of Chief State School Officers (CCSSO), provides an introduction to the Common Core State Standards, including a brief history. Watch more videos on the [CCSSO Web site](#) [video](#).

CDE CCSS Web Page

<http://www.cde.ca.gov/re/cc>

- Subscribe:

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